ICM

Management Studies

Course Handbook

SETTING GLOBAL STANDARDS

For Business & Management Education

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The Institute of Commercial Management

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Contents

1   Introduction

The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

*NQF: the UK National Qualifications Framework

2   The Institute of Commercial Management (ICM)

Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

3   ICM Articulation Agreements with Universities

The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

Entry to the First Year

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

Entry to the Second Year

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- ➲ obtained at least 24 Points from 8 subjects leading to the qualification
- ➲ obtained at least a Grade C in all subjects in the Diploma

Entry to the Final Year

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- ➲ obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- ➲ obtained at least a Grade C in all subjects in the Advanced Diploma

Entry to the Post Graduate Year

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- ➲ obtained at least 12 Points from the final 4 subjects leading to the qualification
- ➲ obtained at least a Grade C in all subjects in the Graduate Diploma

Converting ICM subject grades into points

The following rules apply in relation to converting ICM subject grades into points:

- ➲ an 'A' grade is awarded 6 points
- ➲ a 'B' grade is awarded 4 points
- ➲ a 'C' grade is awarded 2 points
- ➲ a 'D' grade is awarded 0 points

Progression Routes

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

4   Learning, Teaching and Assessment Strategy

Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

4.1 Assessment

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

4.2 Student Workload

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

5   ICM Qualifications and Progression

Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.

Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

5.6 Relative Positioning of ICM Qualifications

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the 'equivalent' qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

Relative Positioning of ICM Qualifications

National Qualifications Framework (Levels and example vocational qualifications)	Framework for ICM Levels	Framework for Higher Education Qualification Levels (FHEQ)
Level 7 Professional Diploma in Translation	**ICM Post Graduate Diploma** (Level 7 Diploma)	**M (masters),** Masters degrees, Post Graduate certificates and diplomas
Level 6 Diploma in Management	**ICM Graduate Diploma** (Level 6 Diploma)	**H (honours)** Bachelors degrees (BSc/BA)
	ICM Advanced Diploma (Level 6 Diploma)	**I (intermediate)** Diplomas of higher education, foundation degrees, Higher National Diplomas
Level 5 BTEC Higher National Diploma in 3D Design	**ICM Diploma** (Level 5 Diploma)	
Level 4 Certificate in Early Years Practice	**ICM Diploma** (Level 5 Diploma)	**C (certificate)** Certificates of higher education
Level 3 Certificate in Small Animal Care NVQ in Aeronautical Engineering A levels		
Level 2 Diploma for Beauty Specialists NVQ in Agricultural Crop Production GCSEs Grades A*-C		
Level 1 Certificate in Motor Vehicle Studies NVQ in Bakery GCSEs Grades D-G		
Entry – e.g. Entry Level Certificate in Adult Literacy		

6   Student Registration & Course/Level Entry Requirements

6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.

The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.

6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

Group 1: If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00 Pounds Sterling.

Group 2: If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00 Pounds Sterling.

Group 3: A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

6.3 Course/Level Entry Requirements

ICM professional programmes are structured in 'Levels'. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

Entry to an ICM Diploma Level Programme (NQF Level 5)

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- ➲ One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- ➲ A suitable BTEC National Award
- ➲ Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

Entry to an ICM Advanced Diploma Programme (NQF Level 6)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

Entry to an ICM Graduate Diploma Programme (NQF Level 6)

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)

Registration for an ICM Post Graduate Diploma is accepted from those:

- ➲ who have completed an ICM Graduate Diploma
- ➲ who hold any Level 6 business or management Award
- ➲ holders of business and management degree level qualifications

Mature Candidates. Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- ➲ Are over the age of 25
- ➲ Have been in employment for 5 years – a letter of support is required from the applicant's employer; and
- ➲ Hold a management or senior supervisory position

7   Examinations and Results

7.1 Examinations

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

7.2 Examination Entry Fees and Forms

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

7.3 Examination Timetable

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

7.4 Examination grades and re-marking

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

7.5 Examination re-sits

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

7.6 Examination Closing Dates

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

7.7 Examination Results

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

7.8 Examination Grades

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

7.9 Transcript of Academic Results

You may request a transcript of your Academic Results, however please note there is a charge of £15.00 Pounds Sterling for each Award transcript requested.

7.10 Replacement Certificates

Replacement certificates are available on payment of a fee of £20.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

7.11 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of £26.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £26.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

Note: 1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

8 Subject advice, educational guidance and student support

You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at www.icm.education, in the 'Single Subject' section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

8.2 Payment Methods

For our accepted methods of payment, please refer to the ICM website: www.icm.education

8.3 Choosing your course of study

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

8.4 ICM Approved Centres

Tuition leading to the Institute's examinations can only be provided by Institutions which have been granted ICM 'Approved Centre' status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

9   Textbooks

The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM's Book Sales Manager at: info@icm.education .

10   Students with specific learning difficulties

If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.

11   Copies of past examination papers and other forms of assessment

The ICM website, www.icm.education, provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

12   Unit Information

Covering all the major business studies areas and topics, the ICM Diploma, Advanced Diploma and Graduate Diploma programmes have, over a fifteen year period, achieved international recognition and are currently undertaken by students in over 40 countries. In addition to providing a comprehensive knowledge of each of the major business functions, the structure of the course ensures that students have the widest possible range of career, employment and higher education options open to them on successful completion of their studies.

12.1   Programme Objectives
This Graduate Diploma in Management Studies programme is designed to provide senior supervisors, managers and advanced level business students with a graduate/post experience level management qualification for career development purposes. It is also suitable for holders of degrees in non-business and management disciplines who require a high-level management qualification.

12.2   Recommended Course Duration
To help calculate the duration of the programme, please refer to the section entitled 'Student Work Load' in section 4.2 of this handbook.

It is expected that following successful completion of an appropriate ICM Advanced Diploma (over a two year period) a student will need a further six months to one year to complete the Graduate Diploma.

Examination Grades
Grade A – Distinction   70% and above
Grade B – Credit   60% to 69%
Grade C – Pass   50% to 59%
Grade D – Marginal Pass   40% to 49%
Grade F – Fail   39% and under

Certification
On successful completion of all the examinations in this programme, students are awarded the ICM Graduate Diploma in Management Studies.

12.3   Continuing Education
The Commercial Management programme will serve as an excellent route for students who ultimately seek full professional status and will provide first class underpinning knowledge for the mainstream UK degrees in Commercial/Business Management and Business Studies. Holders of an ICM Graduate Diploma in Management Studies may enable students to gain access to appropriate Post Graduate courses.

13   Course Structure

The Graduate Diploma in Management Studies – Part 1

1. Customer Service
2. Human Resources Management
3. Marketing Management
4. Strategic Management

The ICM Advanced Diploma in Management Studies is awarded on completion of all Part 1 subjects.

The Graduate Diploma in Management Studies – Part 2

1. Financial Management
2. Leadership Studies
3. The International Business Environment
4. Corporate Policy*

* The Corporate Policy unit is examined by means of a Research Project and a Report – A submission form is available on the ICM website for ICM to approve project proposals.

The ICM Graduate Diploma in Management Studies is awarded on completion of all Part 1 and Part 2 subjects

13.1 Unit Syllabuses

Syllabuses for this programme are contained in the following sections.

13.1.1 Customer Service Syllabus

Unit Title	Customer Service
Unit Code	CS-0616
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:

This unit provides students with the skills, techniques and knowledge required to deliver effective customer service.

It provides an insight into the different types of customers likely to be encountered in a business and service environment, their particular characteristics to achieve a successful outcome.

It places effective customer interaction within a strategic context by setting out the stages involved in the development of an effective customer service strategy and the leadership role required to bring this to effective fruition.

Further, this unit provides students with an understanding of the measures, techniques and tools available to measure the health of customer service interactions and the indicators that an organisation may need to address its customer relationships.

Main Topics of Study:

Introduction

What is Customer Service?

- ► Importance of customer service
- ► Understanding customer satisfaction
- ► Excellent customer service
- ► Five needs of every customer
- ► Internal and external customers
- ► Customer attributes
- ► Cost of losing a customer

Challenges and Solutions

Challenges of Customer Service

- ► Elements of success
- ► Barriers to excellent customer service
- ► Power of perceptions
- ► Understanding expectations
- ► Levels of expectations
- ► Scope of influence
- ► Reputation management
- ► Techniques for exceeding customer expectations

- ► Keys to credibility
- ► Importance of values
- ► Ethics in customer service
- ► Current status of customer service
- ► New trends in customer service

Problem Solving

- ► Role of problem solving in customer service
- ► Creativity and problem solving
- ► Problems as opportunities
- ► Confronting conflict
- ► Problem solving process
- ► Problem solving strategies
- ► Development of negotiation skills
- ► Professional approaches to apologising and conveying bad news
- ► Barriers to problem solving and decision making
- ► Importance of follow up

Management and Strategy

Strategy for Formulating a Plan for Success

- ► Why a strategy?
- ► Planning
- ► Importance of infrastructure
- ► Culture
- ► High touch and low touch customers
- ► Consumption behaviour
- ► Segmenting the market
- ► Developing a strategy

Empowerment

- ► What is empowerment?
- ► Importance of mission and purpose statement
- ► Empowerment = opportunity
- ► Steps to empowering customer service providers
- ► Co-production of customer service
- ► Why co-production works
- ► Design of systems

Communications

Communications in Customer Service

- ► Building customer intelligence
- ► Methods of communication

- ► Listening
- ► Voice inflection as a customer service tool
- ► Telephones and customer service
- ► Words to use/avoid
- ► Power phrases
- ► Power of eye contact
- ► Appeal to the senses
- ► Communication and technology

Managing Difficult Customers

Coping with Challenging Customers

- ► Who are challenging customers?
- ► Why they are challenging
- ► Creating challenging customers
- ► Characteristics of challenging customers
- ► Respect
- ► Empathy
- ► Responsibility check
- ► What to do when you are wrong
- ► Benefits from dealing with challenging customers

Motivation and Leadership

Motivation

- ► What is motivation?
- ► Needs and wants
- ► Motivating factors
- ► Understanding morale
- ► Self-concept and motivation
- ► Improving self-concept
- ► Power of self motivation
- ► Teamwork
- ► Motivating others

Leadership in Customer Service

- ► Leadership defined
- ► Knowing yourself
- ► Formal and informal leaders
- ► Coach or counsellor
- ► Characteristics of excellent leaders
- ► Leadership and goals
- ► Creating a customer service culture

►	Benefit of job aids
►	Leadership without position
►	The boss as a customer

Customer Retention and Measurement of Satisfaction

►	What is customer retention?
►	Value of existing customers
►	Churn
►	Developing and improving the customer retention programme
►	Measurement of satisfaction
►	Sources of information
►	Benefits of measuring your effectiveness
►	Determining your effectiveness
►	Surveys and reality
►	Evaluating your own performance
►	Business benefits from measuring satisfaction

Technology and Customer Service

►	Today's changing marketplace
►	The customer of the twenty-first century
►	Embracing new technologies
►	Call centres
►	The Internet
►	Enhancing service experiences and building customer loyalty

Excellence in Customer Service

►	Excellence as the goal
►	Getting started
►	Rewards of excellent customer service

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Assess the impact on an organisation of a range of types of customer and evaluate techniques that can be adopted to identify, meet and exceed their needs.
2.	Evaluate the methods, techniques and measures to engage effectively with customers and to assess customer satisfaction with an organisation and its products.
3.	Assess the significance of effective leadership and management in creating the conditions for effective employee-customer interactions.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text
Customer Service: A Practical Approach, 6th edition, Elaine K. Harris, Prentice Hall. ISBN: 978-1292040356
Alternative Texts
Managing Customer Service, Jenny Hayes, & Frances Dredge, Gower
Once a Customer, Always a Customer, Chris Daffy, Oak Tree Press

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops**
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning**
	Advance reading and preparation/Class preparation/Background reading/Group study/Portfolio/Diary etc.
100 hours	**Self managed learning**
	Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.2 Human Resources Management Syllabus

Unit Title	Human Resources Management
Unit Code	HRM-0516
Level	6 Diploma
Credits	20
Unit Leader	BT
Pre-requisites	

Main Aim(s) of the Unit:

Human Resources Management is principally about identifying and making effective use of a range of methods and techniques for providing human resources for an organisation and ensuring their optimum utilisation.

This unit aims to develop students' knowledge and understanding, from both an academic and a practitioner perspective, of the critical role human resources play in the achievement of organisational objectives and the issues and processes involved in effectively managing those human resources. The unit will seek to show the likely importance to organisations in adopting a true/soft Human Resources Management approach to the management of its people.

Main Topics of Study:

People, Organisations and Behaviour

- ► Organisational behaviour
- ► Work, organisation and job design
- ► Organisation development
- ► Motivation, commitment
- ► Employee engagement

Resourcing and Workforce Planning

- ► Strategic resourcing
- ► Workforce planning
- ► Recruitment and selection
- ► Resourcing practice
- ► Talent management

Learning and Development

- ► Strategic learning and development
- ► Process of learning and development
- ► Practice of learning and development
- ► Leadership and management
- ► Development

Performance Management

- ► Aims of performance management
- ► Strategy and systems
- ► Practice of reward management

| | ► | Rewarding specific groups |

Employee Relations

- ► Strategic employee relations
- ► Employment relationship
- ► Psychological contract
- ► Practice of industrial relations
- ► Employee voice and communications

Human Resources Skills

- ► Strategic human resources skills including leadership skills, facilitating change, handling conflict and people
- ► Industrial democracy
- ► Strikes: cause, effect and avoidance

Learning Outcomes for the Unit:
At the end of this Unit, students will be able to:

1.	Distinguish between different approaches to the management of human resources.
2.	Understand the potential strategic role of the personnel/human resources management department.
3.	Appreciate key forces at work in any attempt to achieve equality in the workplace.
4.	Develop a detailed plan for the effective resourcing of an organisation's human requirements.
5.	Identify and evaluate the ways in which performance management systems contribute to the development of the individual and enhance organisational performance.
6.	Discuss how effective working relationships, with employees and/or their representative bodies, are created, maintained and enhanced with an understanding of organisational pressures associated with these organisational relationships.
7.	Critically assess the effectiveness of human resource policies and practices in their organisational setting.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:
Main Text
Armstrong's Handbook of Human Resource Management Practice, 13th edition, Michael Armstrong with Stephen Taylor, Kogan Page. ISBN: 978-0749469641

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.3 Marketing Management Syllabus

Unit Title	Marketing Management
Unit Code	MM-0605
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	

Main Aim(s) of the Unit:

This is an introductory course in Marketing that will explore marketing decision making within an organisation using an applied framework of marketing planning and control.

Main Topics of Study:

Marketing Management

- ► The critical role of marketing in organisations and society
- ► Laying the groundwork through strategic planning
- ► Managing the marketing process and marketing planning

Analysing Marketing Opportunities

- ► Marketing information systems and marketing research
- ► Analysing the marketing environment
- ► Analysing consumer markets and buyer behaviour
- ► Analysing business markets and organisational buying behaviour
- ► Analysing competitors

Researching and Selecting Target Markets

- ► Measuring and forecasting market demand
- ► Identifying market segmentation and selecting target markets

Designing Marketing Strategies

- ► Marketing strategies for differentiating and positioning the marketing offer
- ► Developing, testing and launching new products and services
- ► Managing products through their product life cycle
- ► Deciding on international market entry
- ► Methods of entry
- ► International marketing programmes

Planning Marketing Programmes

- ► Managing product lines, brands and packaging
- ► Managing service business and ancillary services
- ► Designing pricing strategies and programmes
- ► Selecting and managing marketing channels
- ► Managing retailing and wholesaling
- ► Designing communication and promotion-mix strategies

	►	Designing effective advertising programmes

- ► Designing direct marketing, sales-promotion and public relations programmes
- ► Managing the sales force
- ► Managing direct marketing operations
- ► Implementing marketing programmes
- ► Controlling marketing activities

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the theory and practice of marketing decision making.
2.	Formulate solutions to case studies, practical examples and exercises.
3.	Apply marketing decision making principles to a wide variety of contexts within the non-profit and private sectors from small as well as large enterprises and from services and industrial markets as well as the traditional area of consumer marketing.
4.	Develop a marketing plan for a product or service.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Marketing Management, Philip Kotler, Prentice Hall

Alternative Texts and Further Reading

Go International, Keith Monk, McGraw Hill

Essentials of Marketing, G. Lancaster & L. Massingham, McGraw Hill

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	**Lectures / Seminars / Tutorials / Workshops**
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning**
	Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning**
	Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.4 Strategic Management Syllabus

Unit Title	Strategic Management
Unit Code	SM-0605
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:

This unit aims to develop understanding of the operational and strategic dimensions of organisations and raise awareness of the current discourse in strategic management theory.

Main Topics of Study:

Nature of Strategic Management

- ► Definitions
- ► Stages of strategic management
- ► Key terms in strategic management
- ► Strategic management model
- ► Benefits of strategic management
- ► Business ethics and strategic management
- ► Business and military strategy

Strategies in Action

- ► Types of strategies
- ► Integration strategies
- ► Intensive strategies
- ► Diversification strategies
- ► Defensive strategies
- ► Guidelines for pursuing strategies
- ► Mergers and leveraged buyouts
- ► Generic strategies
- ► Strategic management in governmental organisations
- ► Strategic management in small firms

Business Mission

- ► Importance of a clear mission
- ► Nature of a business mission
- ► Components of a mission statement
- ► Writing and evaluating mission statements

External Assessment

- ► Nature of an external audit
- ► Economic forces

- ► Social, cultural, demographic and environmental forces
- ► Political, governmental and legal forces
- ► Technological forces
- ► Competitive forces
- ► Sources of external information
- ► Forecasting tools and techniques
- ► Competitive analysis
- ► Industry analysis

Internal Assessment

- ► Nature of an internal audit
- ► Relationships among functional areas
- ► Management
- ► Marketing
- ► Finance
- ► Productions/operations
- ► R&D
- ► Computer information systems
- ► Internal audit checks
- ► Internal factor evaluation matrix

Strategy Analysis and Choice

- ► Nature of strategy analysis and choice
- ► Long-term objectives
- ► Comprehensive strategy formulation framework
- ► Input stage
- ► Matching stage
- ► Decision stage
- ► Cultural aspects of strategy choice
- ► Politics of strategy choice
- ► Role of board of directors

Strategy Implementation, Management Issues

- ► Nature of strategy implementation
- ► Annual objectives
- ► Policies
- ► Resource allocation
- ► Managing conflict
- ► Matching structure with strategy
- ► Restructuring and re-engineering
- ► Linking performance and pay to strategies
- ► Managing resistance to change

- ► Managing the natural environment
- ► Creating a strategy-supportive culture
- ► Production/operations concerns when implementing strategies
- ► Human resource concerns when implementing strategies

Implementing Strategies, Other Issues

- ► Nature of strategy implementation
- ► Marketing issues
- ► Finance issues
- ► R&D issues
- ► Computing information systems issues

Strategy Review, Evaluation and Control

- ► Nature of strategy evaluation
- ► Strategy-evaluation framework
- ► Published sources of strategy-evaluation information
- ► Characteristics of an effective evaluation system
- ► Contingency planning
- ► Auditing
- ► Using computers to evaluate strategies
- ► Guidelines for effective strategic management

Learning Outcomes for the Unit:
At the end of this Unit, students will be able to:

1.	Provide a critical appreciation of the key concepts, models and paradigms that are central to contemporary strategic management theory.
2.	Demonstrate a critical understanding of the complex and dynamic nature of strategic decision making.
3.	Communicate succinctly and clearly in what ways strategic management can influence the allocation of resources, impact on organisational competence and alter an organisation's direction.

The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-3	3	3	1-3	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	3	3	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text	
Strategic Management, Fred R. David, Prentice Hall	
Alternative Texts and Further Reading	
Exploring Corporate Strategy, Gerry Johnson & Kevin Scholes, Prentice Hall	
Guideline for Teaching and Learning Time (10 hrs per credit):	

50 hours	**Lectures / Seminars / Tutorials / Workshops**
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning**
	Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning**
	Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.2.1 Financial Management Syllabus

Unit Title	Financial Management
Unit Code	FM-0605
Level	6 Diploma
Credits	20
Unit Leader	JWC
Pre-requisites	

Main Aim(s) of the Unit:

The course examines the theory and practice of corporate financial management, including decisions company managers make in relation to sources and uses of funds, disclosure and the valuation implications arising. Where possible, topics will be considered in the context of the local financial environment and actual business practice.

Main Topics of Study:

The Construction of Financial Statements

- ► Company accounts
- ► Cash-flow statements

Using Accounting Information

- ► Accounting ratios
- ► Accounting standards

Management Accounting

- ► Marginal costing
- ► Budgeting
- ► Capital investment appraisal

Sources of Business Finance

- ► Long-term sources of finance
- ► Short-term sources of finance

Mergers and Takeovers

- ► Reasons for growth via horizontal, vertical, or conglomerate integration
- ► Financing of growth
- ► The construction of basic group accounts

Capital Markets

- ► The function of stock exchanges
- ► Share and bond issues
- ► Rights and bonus issues

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Prepare and analyse financial statements.
2.	Analyse business performance from financial statements.
3.	Make decisions using a range of management accounting techniques.
4.	Evaluate a range of sources of finance.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Note: There is no single textbook that covers the syllabus. Finance and Accounting by Richard Giles can be used as a basic source book but must be supplemented by further reading from websites or textbooks such as Accounting for Non-Accounting Students (J R Dyson) and Business Accounting (F Wood).

Main Text

Finance & Accounting, R. Giles, ICM

Further Reading

Accounting for Non-Accounting Students, J.R. Dyson, Prentice Hall

Frank Wood's Business Accounting 2, F. Wood & A. Sangster, Pitman

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	**Lectures / Seminars / Tutorials / Workshops**
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning**
	Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning**
	Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.2.2 Leadership Studies Syllabus

Unit Title	Leadership Studies
Unit Code	LS-0605
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:
This unit is designed to engage students in essential intellectual questions relating to the study and practice of leadership including what is leadership, what is good leadership, how do people become effective leaders and/or effective followers? How do tools and methods of different academic disciplines provide insights into leadership phenomena? How do factors of race, gender, education, and class relate to leadership? The various components of the course are intended to challenge students to think critically and imaginatively about the foundations of leadership.

Main Topics of Study:
The Nature of Leadership ► Definitions of leadership ► Leadership effectiveness ► Major research approaches ► Conceptualising leadership ► Comparing leadership theories **Nature of Managerial Work** ► Activity patterns of managerial work ► Content of managerial work ► Theory of demands, constraints, choices ► Research on situational determinants ► The changing nature of managerial work ► Managerial discretion ► Descriptive research ► Application for managers **Perspectives on Effective Leadership Behaviour** ► Ohio State leadership studies ► Michigan leadership studies ► Limitations of survey research ► Experiments on task and relations behaviour ► Research using critical incidents ► High-high leader ► Leadership behaviour taxonomies ► Specific task behaviours ► Specific relations behaviours

► Evaluating the behaviour approach

Participative Leadership, Delegation and Empowerment

► Nature of participative leadership

► Consequences of participation

► Research on effects of participative leadership

► Normative decision model

► Guidelines for participative research

► Delegation

► Guidelines for delegating

► Empowerment

Dyadic Role-Making Theories

► Leader-member exchange theory

► Leader attributions about subordinates

► Follower attributions and implicit theories

► Follower contributions to effective leadership

► Self-management

► Integrating leader and follower roles

Power and Influence

► Conceptions of power and authority

► Power types and sources

► Acquiring and losing power

► Consequences of position and personal power

► Types of influence behaviour

► Power and influence behaviour

► Research on influence tactics

Managerial Traits and Skills

► Nature of traits and skills

► Early research on leader traits and skills

► Major research programmes of research on leader traits

► Managerial traits and effectiveness

► Managerial skills and effectiveness

► Other relevant competencies

► Situational relevance of skills

► Evaluation of trait research

► Application guidelines

Contingency Theories of Effective Leadership

► LPC contingency model

► Path-goal theory of leadership

► Leadership substitutes theory

- ► The multiple-linkage model
- ► Cognitive resources theory
- ► Evaluation of contingency theories
- ► Application guidelines

Charismatic and Transformational Leadership

- ► Early theories
- ► Attribution theory of charismatic leadership
- ► Self-concept theory of charismatic leadership
- ► Other conceptions of charisma; consequences of charismatic leadership
- ► Transformational leadership
- ► Research on theories; transformational versus charismatic leadership
- ► Evaluation of theories
- ► Guidelines for transformational leadership

Leading Change in Organisations

- ► Change processes
- ► Different types of organisational change
- ► Influencing organisational culture
- ► Developing a vision
- ► Implementing change
- ► Increasing innovation and learning

Leadership in Teams and Decision Groups

- ► Nature of teams
- ► Functional teams
- ► Cross-functional teams
- ► Self-managed work teams
- ► Self-defining teams
- ► Virtual teams
- ► Procedures for facilitating team learning
- ► Guidelines for team building
- ► Decision making in groups
- ► Leadership functions in meetings
- ► Guidelines for leading meetings

Strategic Leadership

- ► Constraints on executive discretion
- ► Attributions about chief executives
- ► Research on effects of leadership succession
- ► Evolutionary change and strategic leadership
- ► Political power and strategic leadership
- ► Executive tenure and strategic leadership

- ► Executive teams
- ► Competing values in strategic leadership
- ► Monitoring the environment
- ► Formulating strategy

Developing Leadership Skills

- ► Leadership training programmes
- ► Designing effective training
- ► Techniques for leadership training
- ► Learning from experience
- ► Developmental activities
- ► Self-help activities
- ► Facilitating conditions for leadership development
- ► Systems perspective on leadership development

Ethical Leadership and Diversity

- ► Ethical leadership
- ► Gender and leadership
- ► Leadership in different cultures
- ► Managing diversity

Learning Outcomes for the Unit:
At the end of this Unit, students will be able to:

1.	Evaluate the main theories in the study of leadership, identifying their key characteristics, relevance and issues in their applicability.
2.	Assess and evaluate leadership theories, concepts and practice in relation to organisational, group and individual behaviour and development.
3.	Assess the significance of leadership to organisational behaviour and practice through ethical standards and conduct, the implementation of change, learning and innovation in an organization.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:
Main Text
Leadership in Organisations, Gary Yukl, Prentice Hall
Supplementary Reading
<u>Leadership Theories</u>
Not Bosses But Leaders, John Adair, Talbot Adair
On Becoming a Leader, Warren Bennis, Century
The Leadership Factor, J. Kotter, Free Press
Leadership, J.M. Burns, Harper & Row
Leading Minds, H. Gardner, Harper Collins
Leading Change, J. Kotter, Harvard Business School Press
Making it Happen: Reflections on Leadership, John Harvey-Jones, Fontana
Super leadership, C. Manz & H. Sims, Prentice Hall
<u>Practical Leadership</u>
Developing Leaders, John Adair, Talbot Adair
Management Teams, Why They Succeed or Fail, R. Meredith Belbin, Heinemann
The Wisdom of Teams, Jon Katzenbach & Douglas Smith, Harvard Business School
Understanding Motivation, John Adair, Talbot Adair
Games People Play, Eric Berne, Penguin
<u>Leadership & Change</u>
Intelligent Leadership: Creating a Passion for Change, Alan Hooper & J. Potter, Random House
The Coming Shape of Organisations, R. Meredith Belbin, Butterworth Heinemann
Rethinking Organisation: New Directions in Organisation Theory & Analysis, M. Reed & M. Hughes, Sage
Managing Today & Tomorrow, R. Stewart, Macmillan
The Future of Leadership, R.P. White, P. Hodgson & C. Crainer, Pitman
Beyond Certainty, Charles Handy, Arrow Business Books
The Fifth Discipline, P. Senge, Doubleday/Currency
Competing for the Future, G. Hamel & C.K. Prahalad, Harvard Business School Press
Students are strongly encouraged to read a daily newspaper, in printed form or online, in order to follow stories that provide concrete examples for the study of leadership.

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.2.3 The International Business Environment Syllabus

Unit Title	The International Business Environment
Unit Code	IBE-0605
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:

This unit seeks to provide an understanding of the complex and dynamic nature of corporate environment in today's globalised economy in which the business and its external environment are not clearly separated.

One of the most important functions of management is decision making and in order to perform effectively managers need to be informed.

Students must therefore be familiar with, and aware of, all major international political, economic, cultural, religious and financial issues of the day.

Political, economic and financial events in one country can create threats, as well as opportunities for other countries and it is essential that managers are able to relate international events, and their consequences, to their own business environments.

Students are required to critically analyse current topics concerning important management and policy issues facing business and industry. Critical evaluations of current readings from business literature will be used as assessment items.

At each examination series reference will be made to six contemporary issues which have made International news headlines in the four months preceding the examinations. Candidates will be asked to select any three of the issues or topics and comment on them.

Main Topics of Study:

- ► Challenges in business growth and development
- ► Consequences of and approaches to business turnaround
- ► Mergers and acquisitions
- ► Approaches to and consequences of entering and retrenching from markets
- ► National and transnational state and business enterprise relationships
- ► Business conduct and practice from a national and international perspective

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Identify and assess the principal features of key business issues and challenges and their impact on organizations, for example growth and development, mergers and acquisitions, operating internationally, turnaround and retrenchment, conduct and ethical behaviour, state support and privatisation and competition.
2.	Critically evaluate specific issues in the current business environment, identifying and evaluating the key characteristics and features of the issues facing an.
3.	Assess and apply relevant business and management theories, concept and practice to issues within the current business environment.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
This is a self-paced, self-study course that is suited to motivated self-starters .Learning can take place on a number of levels through lectures, class discussion including problem review and analysis. However this is not specifically designed for formal lectures. Contemporary readings provide the foundation of information on which the student builds through critical analysis of articles outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text The Economist	
Additional Source of Information CNN News	
Guideline for Teaching and Learning Time (10 hrs per credit):	

0 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
100 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.2.4 Corporate Policy Syllabus

Unit Title	Corporate Policy
Unit Code	CP-0605
Level	6 Diploma
Credits	20
Unit Leader	SB
Pre-requisites	A project proposal is required to be submitted to ICM

Main Aim(s) of the Unit:

The aim of the project is to complete a piece of independent work that involves the collection, interpretation, analysis and appropriate presentation of data. The key findings will be related to existing knowledge and understanding within the topic area using sustained and balanced arguments. The project will develop the student's analytical and investigative problem solving abilities. It will also enhance a critical attitude to research methodology and analysis and interpretation of data.

Main Topics of Study:

Corporate Strategy

► The characteristics of strategic decisions

► Levels of strategy

► Strategic analyses

► Strategic choice

► Strategic implementation

► A summary of the strategic management process

► Developing a strategic perspective

► Coping with change

► Strategy in the public sector and not-for-profit organisations

Strategic Decision Making in Practice

► Incremental strategic management

► Planning and strategic management

► Problem awareness

► Problem diagnosis

► The development of solutions

► The selection of a solution

► Cure and strategy

► The recipe and the cultural web

► Cultural view of patterns of strategic change

► The implications for exploring corporate strategy

Analysing the Environment

► Auditing environmental influences on organisations

► Understanding simple/static conditions

► Understanding dynamic conditions

- ► Understanding complex conditions
- ► The nature of the environment (the use of the prospective)
- ► The threat of entry
- ► The power of buyers and suppliers
- ► The threat of substitutes
- ► The extent of competitive rivalry
- ► Life cycle models and the nature of markets
- ► Strategic group analysis
- ► Market structures and market power
- ► SWOT analysis

Analysing Resources

- ► The value system
- ► Value chain activities
- ► The resource audit
- ► Resource utilisation
- ► Control of resources
- ► Financial analysis
- ► Historical analysis
- ► Comparison with industry norms
- ► The experience curve
- ► Portfolio analysis
- ► skills analysis
- ► Flexibility analysis
- ► Identification of key issues

Expectations, Objectives and Power

- ► External influences
- ► Nature of business
- ► Organisational culture
- ► Conflicts of expectations
- ► Identifying coalitions
- ► Sources of power within organisations
- ► Sources of power for external stockholders
- ► Methods of assessing power
- ► Mission
- ► Corporate objectives
- ► Unit objectives
- ► The precision of objectives
- ► Social responsibility

Strategic Options

- ► Cost leadership
- ► Differentiation
- ► Focus
- ► 'Do nothing'
- ► Withdrawal
- ► Consolidation
- ► Market penetration
- ► Product development
- ► Market development
- ► Diversification
- ► Related diversification
- ► Unrelated diversification
- ► internal development
- ► Acquisition
- ► Joint development

Strategy Evaluation (Criteria and Approaches)

- ► Suitability
- ► Feasibility
- ► Acceptability
- ► Strategic logic
- ► Strategy and performance
- ► Cultural fit

Strategy Evaluation (Techniques)

- ► Bases for comparison
- ► Scoring methods
- ► Decision trees
- ► Scenarios
- ► Profitability analysis
- ► Cost/benefit analysis
- ► Financial ratio projections
- ► Sensitivity analysis
- ► Decision matrices
- ► Simulation modelling
- ► Heuristic models
- ► Stockholder reactions
- ► Funds flow analysis
- ► Break-even analysis
- ► Other assessments of feasibility

- ► Selection against objectives
- ► Referral to a higher authority
- ► Outside agencies

Planning and Allocating Resources

- ► Few resource changes
- ► Allocating business growth
- ► Allocating resources in static or declining situations
- ► Resource sharing/overlap
- ► Central questions in resource planning
- ► Inbound logistics
- ► Operations
- ► Outbound logistics
- ► Marketing and sales services
- ► Key resources in implementing generic strategies
- ► Priorities and key tasks
- ► The plan of action
- ► The recognition and testing of key assumptions
- ► Financial planning and budgeting
- ► Network analysis

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Identify an appropriate topic for investigation suitable to the programme of study.
2.	Demonstrate an understanding of the context of the investigation by reference to published material.
3.	Demonstrate the skills necessary to plan, design, execute and communicate a sustained piece of independent intellectual work.
4.	Formulate and apply research methods appropriate to the topic.
5.	Critically appraise the information and apply judgement in analysis and evaluation of data.
6.	Contextualise own findings in relation to the established body of knowledge to draw suitable, analytical and realistic conclusions.
7.	Present an academic report to communicate information, ideas, problems, and solutions in an appropriate format.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Case Study Report The dissertation is examined by means of a report. Students undertaking this subject are required to conduct research on an agreed topic and to submit a report to the Institute, based on that research. The purpose of the research and the report is to establish that students have the ability to identify, analyse and recommend solutions to problems or situations within a company, corporation, government or other department. Students are required to complete this Case Study within 12 months from entry of the examination series. **NOTE:** Please complete an Approval Request Form (download from our website) so that we may review your proposed topic and advise you if it is acceptable.	100%

Indicative Reading for this Unit:

Main Text Exploring Strategy: texts and cases, 9th edition, G. Johnson & K. Scholes, Business Case study Handbook, Curran, ICM **Alternative Texts and Further Reading** Readings in Business Policy from Business Week, W.F. Glueck, McGraw Hill Cases in Strategic Management, Stopford, Channon and Constable, Wiley Management Problem Solving, C. Margerison, McGraw Hill

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

The Case Study/Research Project	
No business or industry is ever static and every organisation is subject to continual change. This change provides challenges, problems, threats and opportunities. It is these challenges, threats and opportunities which managers are required to deal with and which provide the ultimate test of management ability. In order to conduct the Research Project students may need the co-operation of their current employer. If they are not currently employed the onus will be on them to find a company which will co-operate with them or a research area.	

Students should contact their own, or another employer and explain that they are required to:

      a   Identify a problem area, threat or opportunity within the business

      b   Conduct primary and secondary research

      c   Analyse the key issues

      d   Produce a Report suggesting ways of dealing with the situation

There are numerous areas for students to explore and their Research could cover, for example, activities within any one of the following areas: Personnel, Sales, Marketing, Production, Finance, Quality Control, Purchasing, Transportation, Administration or Management.

The Report	The Report must exceed 4,000 words in length (20-25 pages is an ideal length) and must be typed and bound. Two copies should be produced; one copy is to be submitted to the Institute, the other should be retained.
The Report Layout:	A suggested layout is as follows: 1. Table of Contents 2. Introduction 3. Literature Review 4. Research Methodology 5. Results/findings 6. Conclusions and Recommendations 7. References 8. Appendices
Introduction:	The introduction should describe the subject under investigation, by clearly outlining the overall aim and objectives of the research. The context should be set. It is also important to explain why the research should be undertaken either from a practical, industrial or academic perspective.
Literature Review:	You should draw upon and consider theories, arguments and findings from the literature and which relate to your research question or hypothesis. It should not be a list of all the literature you have discovered, rather it should be an appraisal of existing work.
Research Methodology:	You must address the area of research methods including a justification of the methodology chosen and an explanation of how the information was gathered. You should show that your methodology is appropriate. Show an awareness of the strengths and limitations of your methodology.
Results:	Do not report all findings, just the relevant ones. Your results should go beyond the descriptive and be presented in graphical format. For quantitative analysis be selective in your data. For qualitative direct quotes can be used.
Conclusions and Recommendations	This should be a summary of your main arguments drawing together the various themes and issues. The original research aim should be revisited and the extent to which this has been addressed in your study. Limitations of the research should also be included.

References:	These should follow the standard Harvard Referencing model.
Appendices:	This should include information which gives an additional, relevant support to the arguments you have constructed. Appendices are not a dumping ground for material that you couldn't find a place for in the main body. Statistical and other data of DIRECT relevance to the written text must be included in the main body of the discussion. You should put a copy of the questionnaire in the appendix.
Previous Reports:	The following are titles of Reports produced by former managers and students. The titles give an idea of the types of areas covered. Please remember that each of the following Reports refer to a specific problem within a named company, corporation or government department: ➲ Improving the Profitability of Rural Bus Services ➲ Reducing Housekeeping Labour Turnover Rates ➲ Developing a Quality Control System to Reduce Waste ➲ Product Training for Telesales Staff ➲ Introducing Financial Incentives for Line Managers ➲ Developing a Corporate Policy Team ➲ Restructuring the Research & Development Department